Adult Education Directors' Consortium

April 15, 2008

USOE-Room 241

Attendees: Dennis Crane, Wayne Mifflin, Loma Prince, Sandra Grant, Kate Diggins, Jeff Galli, Brian Olmstead, Toni Myers, Alan Newton, Vickie Hart, Shauna South, James Anderson, Marty Kelly, Katie Jensen, Kellie Tyrrell

Welcome

Feedback from St. George:

Katie: The CBO's felt more listened to at the St. George meeting. It was a more positive experience. The CBO's would like to meet together at other times. I think we were able to solve some issues. I felt the meeting was very productive and covered things that we needed. There were a few things that I thought "ah that's not that helpful to me" but the majority was helpful.

Dennis: Having the CTE Directors' meeting at the same time made it difficult to attend both.

Marty: Next year's Adult Education Directors' meeting has been scheduled for March 16, 17, and 18; same format, same location. Rooms have been blocked for us. We will make the reservations for you when it gets closer to the meeting.

James: One of the criticisms I heard was adult education directors wanted to get right to the finance piece at the beginning. I think some critical conversations would take place and I think that you might be able to make a little more progress if you got that out first.

This piece is usually toward the end of the meeting which doesn't allow for an in-depth conversation. Allow some small group meetings after you give out the information. I think we all lose out when it is totally a state office controlled conversation. You might eliminate some of the pettiness that occurs in the subsequent weeks following the meeting. You could address some of the individual issues at the meeting and send everyone home with a little different attitude. There needs to be some time to process the information and come back for a good discussion with time to air questions and concerns.

Loma: I felt that we really had some good topics that were quite worthy of the time that we had. Everything that I received feedback on seemed positive.

James: Another little comment I heard is that some of the material presented would be better presented to teachers. Sometimes what you give to the directors never makes it to the teachers.

Marty: Right. We hope that they pass it to the teachers. The directors need to have this information. We want them to share with their teachers and staff. We are planning a summer institution a year from now.

UTopia:

Feedback from Springville:

Katie/Kate: The biggest concern we heard from our area is the 28 day rule. They would like more time.

Loma: Northern region is asking for 45 days.

James: I think 45 days is way too long.

Katie: 45 days is too long, but 28 days is too short.

Marty: An idea being kicked around is if the student gets enrollee status within the 28 days, enrollee status becomes retroactive to the date of enrollment. We are finding that students are making gains, taking the GED test and programs are not getting credit for these outcomes because students' data is not being entered in a timely manner. The purpose of the 28 days is: 1- programs contact and work with the person and 2- they get the data in quickly. Getting the data entered in a timely manner ensures that programs will receive credit for any outcomes achieved by students during the time the program is the manager. This is important if a student moves to a new program. If data is entered there is no question as to which program receives credit for the outcomes.

I am not hearing the majority of the programs saying that 28 days is a hardship.

Kate: For those of us who do monthly administration because we do not have the staff or the funds to do real time administration the 28 days is too short; 32-35 days would help us have more accurate data.

Consensus: Change the 28-day rule to 35 days. If all data is entered within 35 days the enrollee status is retroactive to entry date. If the data is entered after 35 days, the enrollee status date is the date the last of the four mandatory components was achieved.

Discussion: Tests given within the 35-day window that have been not entered in UTopia because they were inadvertently lost cannot be entered. The state will not back end that test date because the tools are available for the director to run reports and see that a student is missing a test. The director can then determine if the test was taken and just needs to be entered or if the test needs to be administered. There is also the potential for a test that is "lying around" to be compromised. These are high stakes tests and they should be considered as such.

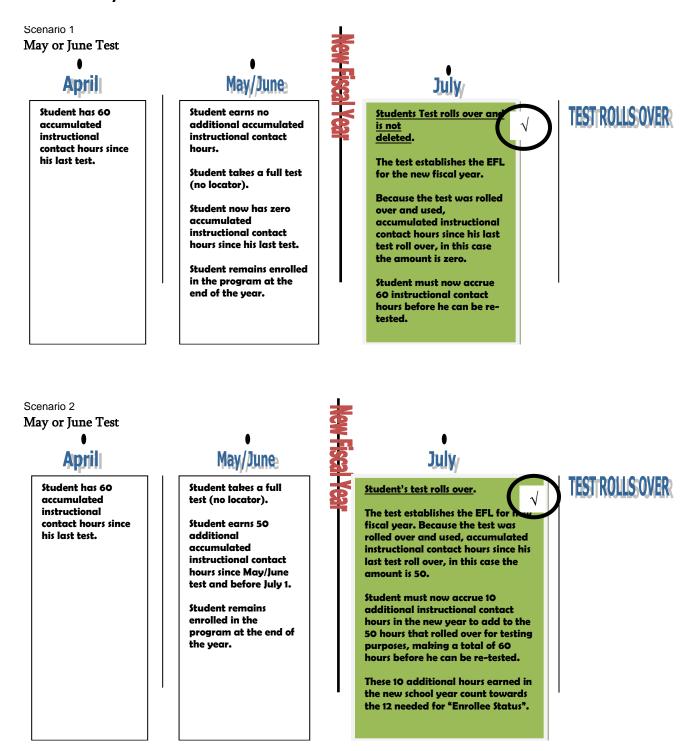
Marty: When WIA is reauthorized the big emphasis in adult education is no longer just improving literacy skills; it is defining what adult education is. We have to address this in our state plans. We have to address what we are doing to channel our clients to post-secondary and what are we doing to channel students towards employment/careers.

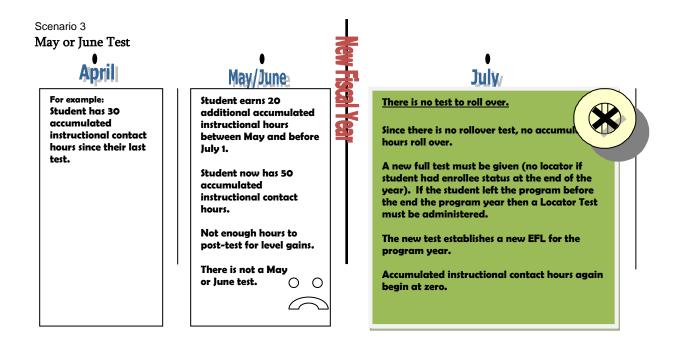
Education is no longer just education. By the year 2025 there will be a significant lack of employees across the country because of baby boomers retiring and people being undereducated. Adult education has been given the charge to look at this in addition to the K-12 focus, post-secondary, and the Department of Labor focus. These areas are no longer separate; it is everybody working together on the same plane. Enrollee tests determine what you are doing academically with students. Developing that SEOP is extremely

important. Our responsibilities have not been clearly defined at this stage and they may change, grow, flex as we pull together to fulfill this charge.

UTopia:

Marty: 3 Scenarios for Roll Over:





Scenario discussion: The option for a program to not accept a rollover test is one way to look at student success. Perhaps a student is emotionally in a better situation than when the end-of-year post/pretest was administered. Or someone has been away from the program for an extended length of time and has lost language skills; he will not be able to function at the previous level and as such the decision is made to not accept the rollover test and re-test the student.

Please note that "enrollee status" hours re-start at zero even though instructional accumulated hours between tests roll over. Students are not considered enrollees until they meet the four mandatory components for the new program year. The Outcome Measure Report will tell you who has enrollee status as of June 30.

Toni: We have been working on the Outcomes Measures Report to report as many of the eligible numbers as is possible. We have closed the funding code gaps. This should roll some numbers higher. We have adjusted the way attendance hours are being rounded.

Due to programming constraints this will not affect numbers right now but will next fiscal year. We were unable to make this retroactive.

We have been working on fixing the "advance educational level" goal. UTopia was not accepting this goal if a student had chosen it more than once. Now if you choose this goal, UTopia will look at the tests and recalculate the day that goal was achieved. Tests are tied to that goal. UTopia will look for tests showing a level gain and will mark that goal as achieved. Once the goal is marked as achieved UTopia will select this goal again. You will not need to reset this particular goal. If there is no goal to fulfill, UTopia will not create a goal.

The yellow warning on the SEOP page has been changed to say "student has no current goal selected, are you still servicing this student?" We hope that this is more user friendly and will remind you that something needs to happen with this student. A goal needs to be entered or the student needs to be released from your program.

The items you can add or edit for both program years during the intermediate period July 1-15 are credits, attendance, and core goals. All other things for the prior year such as enrolling a student, testing, or scheduling a class for the current school year have to be done by June 30. A reminder email will be sent to the UTopia administrators.

Outcome Measures Report:

Toni: On the summary at the top of the Outcome Measure Report there are 3 lines for student status. The first line is titled Enrollee, the second is titled Participant, and the third line does not have a title. This third line is for students that are not enrollees or participants. These students are defined as students that have zero contact hours entered in UTopia. They have an enrollment record and nothing else. You can run this report showing detail to identify the students who are neither an enrollee nor participant. It is also possible to run and save this report as an Excel document and sort by status.

Jeff: At the end of the year we generally have 3,000 high school diplomas. Right now this report shows we have 1,500-1,700. It is possible that we will pick up more outcomes by the end of the year, but it is also possible that some of these outcomes have been achieved but have not been entered into UTopia correctly. It is imperative that your data be entered in a timely manner and as accurately as possible.

Brian: The last couple of years we ran a mid-year URAED and the numbers do not reflect 50% at the half year point. The second half year is traditionally heavy on outcomes.

National Directors' meeting discussion points:

Marty: I want to share with you national and local NRS data. The first chart is all regions; the second one is the western half of the U.S. The third chart is the Core follow-ups by State. These are the NRS charts. The western region is lower than the eastern region due

to population. The majority of our students are ABE and ESL. The age norms are the same. We do not show any remarkable difference in data compared to the rest of the region/nation. We are going to do our numbers differently this year. We will use surveys for both employment goals if students do not have a social security number. We will do a data match for GED's and employment goals as long as we have a social security number. We are only going to report data match information on our December report.

The majority of Adult Education programs are housed in the Department of Education. There are some programs housed in the Department of Labor and there is a movement afoot to move these to community colleges. It is still a mixed bag as to who owns adult education.

Salt Lake Community College says that it has an ESL program for ESL 1-6. They are looking for more ESL teachers. I would like to see them give us the low functioning students and open up more of the high functioning sections within the college. Let us do the ground work with these students. The college can refine the students' skills moving them to developmental studies and into college classes. Tuition for the college is quite a bit higher that what adult education charges.

James: I would like to see the levels at the college.

Marty: We are going to have to address post-secondary transitions and what we are doing for our students to encourage them to find a job. We need to work on literacy within industry, not teaching computers skills for the sake of an employer, not teaching vocabulary

specific to the employer, but teaching job readiness skills, teaching general responsibility of what you do within a job, soft skills, general computer access, etc. This is becoming more and more of a focus that we need to spend time on.

Immigrants: This could be a lively discussion point, but until our Board gives us some direction we are not addressing this issue. However, the auditors are saying that we will be addressing it sooner than we might think.

Region News:

Kate/Katie: We did a questionnaire and received pretty good results from our area.

Most of them felt supported by the state staff. The main concerns were the 28 day rule and the BEST test levels changing. The CBO's are very concerned about level gains dropping due to the change to the new BEST. It will be a lot harder to get a level gain in the lower levels.

Northern Region-Loma: The Northern region is wondering if the division of the federal dollars is equitable and fair. Another issue is credit not being counted with less than 12 hours. Some students had packets that they were working on or had carried over from the last year. They are now bringing in their assignments and we tell them they cannot have credit for their work because they don't have the 12 hours. Can we negotiate on credit if they have less than 12 hours? Is packet work going to be defined as distance learning in the

future? The arbitrary 28 days was also another bone of contention. I think that going to the 35 days will help resolve most of these issues.

The other regions reported that there was nothing to report from their area.

GED Distance Learning Pilot:

Loma: Most of the responses to participate in the pilot are from small programs. There are perhaps three larger programs. Very few of these programs have a significant percentage of their students that would participate in distance learning. We have had positive response that programs want to participate, but they are not looking at their grant. They need to know what is included in their grant, how to write in distance learning, and be reasonably sure that they can comply with all the requirements. Very few had any KET materials other than the videos. They made a guess in St. George, but there is not a significant amount of students in the latest figures except in three programs. I will be willing to train, but Ogden is not going to participate in distance learning because of low student interest and low student access to the internet.

Wayne: We need to get with the programs looking at participating in the pilot and work with them to organize their program. They need to know what is required for this program, what the parameters are, and how the program should function. This will help them decide if distance learning is feasible for their program. They need to realize the full scope of work required.

Marty: Where this is a pilot program this year it will be separate from the state plan. It will be a delivery method so subsequently it will be required to be on the state plan.

There may be some funds available this year for the pilot program, but there after it will be a delivery method so it will need to be built into state plans.

The federal government has talked about taking the KET Workplace Readiness and embedding it in as part of this project. OVAE has also talked about pairing Workplace Essential Skills with ESL curriculum to make sure ESL workers are ready to enter the workplace. This program teaches soft skills needed to succeed in a workplace environment. The Workplace Essential Skills broadcast schedule can be found on the UEN website, www.uen.org under Adult Education. The Department of Workforce Services bought this program with the intention of using it with our co-clients. You can contact your local DWS about reviewing this program. You can also contact Nate Southerland at UEN for copies of the DVD's. UEN charges for the cost of duplication. Be aware that there are between 30 and 40 discs for this program.

I had a conversation with the deputy director of GED, Bob McGillvrary. As a result of our dropout committee discussion with the Board of Education they are very strongly looking at GED being a possibility for dropouts 16-17 year olds as a way to keep them in school. The GED is a step to get those kids to "hook in" further with a vocational track whether a vocational track out of high school or a vocational track at a community college or skill center. Bob will be here during the summer. He is interested in doing a pilot with

out-of-school or in school students that may be highly excelled or under excelled that may benefit from a GED track. This is something to explore. Perhaps Horizonte and Ogden may be focus programs given their large numbers. They are also controlled in an alternative high school setting and have a lot of dropouts that are coming their way. I would like to look at those alternative high schools and put something together with the superintendents and boards to target these students.

Board Rules Review:

Marty: I took the liberty of editing Board Rule 733. This is the Adult Education Board Rule. Initially my intent was to make the present Corrections Education Board Rule part of the Adult Education Board Rule. However, with further conversations other changes were made and it was decided to continue with the two rules.

Language regarding GED Preparation was incorporated to match R-277-702.

Language pertaining to students in and out of the custody of corrections was defined.

Somehow through the years the Board Rules regarding licensure for Adult Education have been lost. In an effort to complete our Board Rule, I have listed to the best of my memory what the Board Rule stated for licensure of Adult Education. I have also added a caveat for those people that hold a degree in Adult Education but are not in possession of a Utah Teaching Certificate so they may be considered for employment solely in Adult Education programs as an Adult Educator given the completion of a student teaching field

experience in an accredited adult education program. I have also added the notation for persons with TESOL or ELL credentials.

James: If you could add something to this rule that allows the Adult Education teachers to issue credit in multiple subjects this would be an awesome rule.

Kate: Is there something in writing that would assist programs in releasing people from employment that have no professional qualifications? Or would I need to let a person go if they do not have the qualifications?

Marty: Nationally there is a movement for all Adult Education people to have some sort of Adult Education credential. I see this movement reaching us in the not so distant future. We have not defined what this will look like for our state. That will be determined at a later date.

The old graduation requirements that were voided this last January were removed.

Education curriculum and services for offenders was clarified to ensure seamless services for offender students.

R277-733.11 Advisory Council was added to define who represents adult education on the DWS State Council.

Corrections Education Rule R277-735

Jeff: The original rule was written specifically for Corrections. Now that we are under the umbrella of Adult Education much of the original rule is no longer applicable. The rule

was re-written to reflect current practices including specifically the 24 credits for graduation for inmates.

Professional Development:

Sandi: We are proceeding with the ESOL teacher training. Our next training is at Horizonte on May 3. The trainers will meet at the end of May or the first of June to look at training on the ESOL Standards. We are almost ready to post the Standards on the web. The training last Saturday went really well. We had approximately 30 in attendance.

CAELA has a new grant application. They are only going to do 12 states this round. We are considering applying for this grant to help us develop training on how to use the Standards for lesson planning. We also have a new list of the types of in-service requested from ESOL teachers.

Shauna: During the St. George Directors' meeting we handed out a survey on topics for professional development. The most requested topic was "Managing multilevel classrooms". The top five are as follows.

- 1-Managing the Multi-Level Classroom
- 2-Identifying and Implementing Retention Strategies
- 2-Learning Disabilities in Adult Education
- 3-Developing Curriculum
- 4-Reading Instruction
- 5-Transitioning ESOL Students to ABE/ASE

- 5-Civics Education
- 5-Writing Instruction

You will notice there is a two-way tie for the second most requested topic and a three-way tie for the fifth most requested topic. Specific requests made were to hold a summer conference, align the curriculum with NRS and state standards, and to have training on analyzing data.

Sandi: The last three ESOL trainings have focused on managing the multilevel classroom. The next round of trainings will focus on reading. We could easily adapt the ESOL training for "Managing the Multi-Level Classroom" for ABE teachers.

Shauna: The second part of the survey is the format or delivery method for the training/professional development. There were three categories; references/resources, training—short quick training, and professional development—longer more intensive training with follow-up possibly used to impact systemic change within the state. Some of the resources we located that are free of charge are being included in the Adult Education Weekly Chatter email.

We would like the consortium to look at the delivery method for these topics. What would work best?

Marty: Another item that came up is curriculum packets. Some of the rural areas have asked that the packets be put in PDF format on our website, however there are issues:

are the packets relevant, were they developed textbook specific, are they any good or worth a quarter credit?

Shauna: Number three on the priority training list is "develop curriculum" so there is a need for something like this.

James: How many actual teachers were surveyed? My point is that most of the training listed is directed towards teachers and those providing direct services to our students. If we are going to plan a summer conference we need to get the teachers involved and not just the program directors.

Marty: The other side of that is from a managers' point of view. What do you need as a program administrator to make your programs more effective? Have I noticed a need for this training in my program; can I, as a program director, support my staff if I do not have training in this area? That was the intention of the survey.

Shauna: Other states are requiring their full-time and part-time staff to have a certain amount of professional development hours each year. Are we ready to go there? This could help us achieve our goal of increasing the professionalism in adult education. Our programs have been inundated with learning UTopia. Are the programs ready to start professional development at this time? When we redo our strategic plan for the federal state leadership dollars, we have to identify what professional development topics we are going to emphasize. What do you as a consortium see as the topics we should focus on?

Kate: The capacity building we are doing with ESL is starting to gain momentum. At the training we did on Saturday, one of the things I mentioned to the participants is that what we are trying to create an environment in which anybody who gains expertise in a particular area could train his or her colleagues in that area. One of the things that I would like to see happen at summer institute is to bring people who are interested in trying trainings together and give them some pointers on how to hold effective trainings. My staff loves the trainings that we have done and are delighted to have the opportunity to participate in those. I feel that professional development is on the upswing.

Sandi: At the ESL trainings we have been holding the teachers attending filled out a survey listing their requested professional developments. The top five are:

- 1-Active Activities/Attention Games
- 2-Pronunciation activities
- 3-ESOL Websites
- 4-Reading Materials
- 5-Motivation strategies
- 5-Phonics for literacy students

Kate: I know that teachers do not always get to develop their own curriculum. I would love to have some of my teachers actually have some coaching in constantly reassessing their curriculum. For every teacher I have out there designing awesome lesson plans, I have another teacher who has been doing the same lesson plan for 15 years.

Sandi: When we did the survey three years ago with the ABE teachers, the two top priorities were multilevel classrooms and low level reading. That was also the top for the ESOL teachers. That is why when we were developing ESOL training we started with the multilevel classrooms and the reading. I believe the training we are doing for the multilevel classroom and for the reading can be adapted fairly easily for ABE teachers.

Shauna: We have asked several times about the best options to get your teachers into some training. I think summer institute may be the best way to get teachers that training.

I summarized the delivery methods from the St. George survey and the top methods were half-day workshops, full-day workshops and state conferences.

Sandi: We would like to rearrange the summer institute format from the 1 hour of quick and dirty sessions to a more intensive 2 to 3 hours focused session.

Marty: I might even take it further and make full day strands so we can get into the topic in depth. We could even take 3 topics, one for each day.

Shauna please look at what Sandi has done for the ESOL training. Please pull your ABE committee back together and have them look at these priorities and see where they want to go.

Dennis: I believe that there are enough teachers in the state using A+ that they would benefit from Derrick doing a piece for summer conference.

Wayne: Derrick is currently going around the state doing trainings on how to use the program but not on the curriculum.

Shauna: We have a lot of resources available to us. Two examples are the National Institute of Literacy and the National Consortium for Professional Development.

Our priorities right now are very broad. I would like this consortium to help narrow the field and define the focus for professional development.

Marty: What I heard in St. George from the rural areas is they would like help with curriculum for the small programs. I think this may be where we want to start. This will influence the multilevel classroom, reading curriculum, and lot of the other areas. Finish the ABE Standards and develop curriculum that can be packet adaptable for the rural or small programs.

Katie: A great resource is the representative for the Oxford books. A representative will fly out and do full day trainings on research based curriculum. He went through all the materials and there is no cost to the program.

James: I bet a lot of publishers would be willing to come in and do trainings on their materials.

Dennis: I see the real need is delivering the curriculum. In most cases the curriculum is already set, and the help needed is on how to deliver it to the student, especially the independent learner. If you have all your students on the same level delivering the curriculum is not a problem. If you have a multilevel classroom or multicultural classroom

delivery then becomes an issue. My thought is that the need is for curriculum development and curriculum delivery for those types of classroom settings.

Kate: To some extent some of the needs between ABE and ESOL "cross pollinate", but it could be that ABE needs should be addressed through a survey. It sounds like some of the concerns you have are specific to ABE and this questionnaire may not be capturing what you need to know.

Loma: From our consortium areas, it is specific curriculum that programs want in the areas of P.E. Healthy Lifestyles, Financial Literacy, Arts, and Education Technology. They want curriculum development in those four areas.

Dennis: A+ has a good curriculum for Healthy Lifestyles and for Financial Literacy. However, not every district has A+.

James: We have developed Art packets for directed studies for high school kids that deal with the core standards and objectives. We have people that would be happy to share those packets.

Wayne: Maybe what we need to do as the state office is find out what has been developed in individual programs across the state.

Kate: Most of the Financial Literacy curricula that I have looked at have actually been generated by the private sector. I get approached by banks that want to come and do financial literacy. The FDIC generated money smart curriculum is one that we actually did do some course work in and it is pretty good. It has lesson plans already created. The

problem with Financial Literacy is that is it such a moving target. The content changes quickly as technology advances. What was a great curriculum two years ago is probably obsolete now.

Marty: We have Money Smart DVD's in Japanese, Chinese, Vietnamese, Korean,
English, and Spanish. If you chose to let banks present to your classes', credit unions must
be afforded the same opportunities.

What I am hearing this group saying is that you need to survey the ABE teachers and move forward based on their needs and requests. Financial Literacy, Health Ed, and Art are probably the top areas that need our attention.

Dennis: I suggested to students in our area that needed a credit in those areas to take a college class. I give concurrent credit for those classes as transcripted credit.

Shauna: How many of you that are district directors think I can get your ABE teachers to complete a survey? How many of you think we should do a summer institute next summer?

Loma: Teachers love that; it was such a big draw and so many came.

Marty: To recap, summer institute, survey, and ABE Standards. We should be able to wrap-up the Reading ABE Standards very quickly.

Shauna: The ABE committee that has been working on the standards is concerned about how well received are those going to be. We want ABE Standards that are workable and not overwhelming. We want them to be an asset.

Wayne: It just takes time. You just have to do it and give it some time.

Kate: The ESL teachers were really happy to get the ESOL Standards.

James: The adult teachers that I work with want to know what the parameters are.

So often they are on their own and this leads to disparity in requirements between programs. The Standards make it easier for the Adult and ESL teachers across the board.

Kate: We do need to have training on the Standards to help the teachers utilize this resource.

James: I think aligning these ABE and Core Standards and curricula with assessment tools might be a good thing to do. Horizonte is working with a company, Curriculum Advantage. We are able to download data for every kid that has failed the UBSCT. Then the curriculum is prescribed individually, by objective, for remediation in those areas. We outperformed East, West, and Highland on the retakes in reading, writing, and math this last year.

Marty: McGraw-Hill offers the same thing with the TABE.

James: I have tremendous buy-in from those teachers. They know assessment, the curriculum and delivering the instruction, and maintaining and motivating the students in the classroom is the key. I think adult education teachers will buy in to getting level gains.

Use this as a motivator. Every teacher that teaches should know how many level gains they have and should know the lowest functioning level of the students in their advisory period.

If the student does not need math credit but their lowest functioning level is math, that

advisory teacher needs to make sure that student is enrolled in math. What you do for staff development empowers the teachers to do their best.

Shauna: Other states that have done programs like this have said that at first the teachers were concerned about having more to do and taking on more work. Once they started to buy-into it and see how it could assist them, they realized it was a good thing.

James: If you could find a number of teachers that have increased their level gains using this curriculum, it will sell itself. Breaking down the report in UTopia by teachers that have the most level gains is an approach for staff development.

Shauna: This has been helpful. We will put together a summer institute. It will be geared for teachers. We will survey the ABE teachers and work on getting the ABE Standards out so teachers can start looking at those and align the Standards with the assessment instruments that we have.

Marty: We were talking earlier about immigration and the state auditors and where that is going right now. We are waiting to hear from the lawyers to see how we are to handle the immigration issue. Our auditor is saying that we will have to address this sooner rather than later.

Kate: My question is addressing the achievement of citizenship as a goal that could be achieved. Are we any closer to that?

Marty: Citizenship as a goal is not a goal, but citizenship as part of ESL is a goal.

Citizenship cannot stand alone. *Note: Citizenship test preparation is an UNALLOWABLE activity using any federal funds*.

Kate: We have a grant that is called EL/Civics Grant designed for the insertion of civics and institutions into our core curriculum. We have a lot of our students doing citizenship test prep. It seems to me that this funding is geared specifically to civics and citizenship; why is the federal government not interested in knowing how many students achieve their citizenship.

Marty: The direction is that civics education should be infused in ESOL programs.

Shauna: They are interested. When the states met and they developed the NRS, that was one of the items they discussed, the core outcome. It was defeated as a priority.

Marty: We may be able to have Toni put a box on the SEOP page saying "citizenship obtained" and a date. The report is not going anywhere at the moment, but maybe we could use that information legislatively. How do you know that a student has passed the citizenship test?

Kate: They come back to me saying I passed. They also have a certificate showing they passed. The certificate is dated with the date the test was taken and passed.

(Handout: "Community-based Organizations Funding Parameters")

Marty: Next March, we will open a new AEFLA competition. It will be another two year round until we are reauthorized. The "Community-based Organizations Funding Parameters" document has been prepared by the state office as an introduction and to declare the funding parameters from the federal government. Right now AEFLA funds are given to any program carte blanche. Programs receive the funds, submit a quarterly request, and there are no outcomes tied to the funds whatsoever. That is the way it was set up in the past. That will change. For this new competition, this document is the starting point. I have given you thoughts on how to start looking at a formula for AEFLA funds. Both CBO's and districts will have to be accountable for their funds and it will be tied back to the teacher that is paid from those AEFLA funds. You do need to know that under the funding parameters 82.5% of funds received at the state level must be allocated to service providers—your programs. Of this percentage 10% will be used to carry programs in corrections education and/or institutions. Programs receiving a federal allocation must provide 25% of the allocation using non-federal funds as a match. Programs may use no more than 5% of their allocated award for administrative costs. 5% is a fairly standard percentage for federal awards. AEFLA funds may be used to supplement rather than supplant other state or local public funds. States must show evidence of how they are preparing students for post-secondary and the workforce and States must show evidence of how they are coordinating with the Title 1 partners (Office of Rehabilitation and DWS).

These two pieces are pieces that will be specifically addressed when we go for reauthorization. We might as well start taking a look at those and putting them into place so we are all aware of what is going into our state plans. We need to be working with our mandated partners, Office of Rehabilitation and DWS. You will hear us talking more and more about the initiatives that we need to be engaging in.

Kate: What about the recent push toward family literacy for a lot of funders.

Marty: We have a new family literacy grant here in the state office. I spoke with the person in the Curriculum Department who is responsible for that grant. She is in the process of starting a draft so it is unknown how this program will look.

Kate: The reason that I am interested is my clients are not generally good candidates for post-secondary education. We tend to focus more on workforce or family literacy. I have a lot of moms with small children in school. I would like to be able to continue to fund programs that serve them. It looks like I may have to start doing that from another funding source.

Marty: Even though family literacy is a part of AEFLA in the literacy criteria, the big push and focus is post-secondary and workforce readiness.

Katie: Will WIA issue grants at the federal level that we can apply for independently?

Marty: No. The state office is the managing agency.

What I gave you under the funding formula are thoughts only. I want you to start thinking about what kind of a funding formula we should have. Should it be based on a

region; demographics and needs within a region? Should it be built as to where there is a demand for workforce investment for DWS and Office of Rehabilitation? Should it be an allocated regional pot of money that programs can apply for and divvy it individually or by consortiums? Intensity and duration must be a strong focus. Maybe there should be a percentage in the funding formula for consortiums to maximize empowering people.

Maybe a base should be shared equally; a percentage for enrollee status. Maybe a percentage based on the number of individuals who obtain employment and maintain for six months. We can track that through DWS and the data match.

James: I question basing the formula on obtaining and maintaining employment for six months. The six months very easily can go into the next fiscal year. This becomes difficult to track.

Kate: The federal government would like some sort of workforce emphasis I am sure but if you are providing educational services, even if they have a vocational focus to them, what the student does after they exit the program and the direction they take their lives isn't something you have any control of. Therefore, it has nothing to say about the quality of the program. What you want to fund are high quality programs. I don't think it defines the quality of your program whether or not your student can hold a job.

James: When we look at those federal indicators, retained employment, removed from public those are things we have no control over.

Marty: The competition will be competitive, but the funding would be like our district funding formula, but rather than just getting the money, you have to have outcomes to get the money.

James: You can generate outcomes for more than your amount and not get it.

Marty: You have to meet up to your amount. It may be that you have to have X number of outcomes on a quarterly basis to get the funding. What you find right now is that a lot of states are requiring that you have X number of outcomes this quarter and you will meet this target. If you do not meet this target you do not get your funding.

Katie: That is where CBO's are having so many questions. No one has said you have this and you have to have that.

Marty: This, whatever we come up with, will go into place for our next competition.

Loma: The students know the social security number patterns. Tracking by the data match is going to show us how many true social security numbers we have. These will be difficult to track even though they are ideally good measures.

Kate: The percentage of students who enroll in a post-secondary and complete a year is not reasonable when you service pre-literate students. Post-secondary education is not even on these students' radar screen. They are interested in getting a job and supporting their families.

James: I look at this as a diversified annuity package. When I look at Horizonte I can target the areas that will generate the most money for our program. There will be areas

that generate more and there are some that are basically a write-off. When you start talking about targeting specific areas to base the funding on such as ESOL, I am thinking that there are rural areas that don't have ESOL. How do they compete?

Kate: How does this correspond to the desk monitoring standards that we have already been given? I thought we were already laying down what we need to do for the coming year and I have already adjusted my program to start meeting those standards.

Marty: That is the beginning of it. This is where we are headed for July 09. You are on target for the coming year. I can give you funding formulas from other states that do AEFLA for comparison.

Sandi: In other states, does every program get part of the AEFLA money?

Marty: No. Several of them are doing consortiums. Everyone is eligible for competition. Whether they are funded or not depends upon the quality of the grant and which ones are providing the most intensity and which one has a track record of providing service in the community that can show intensity and duration.

Katie: Is there a possibility in the next several months that we could pull the CBO's together and go over all of these scenarios so that when the next competition is open they know what they have to do meet the requirements for upcoming funding. I feel that the CBO's are unsure of what they are required to do in regards to the grants, writing and so forth.

Kate: This is something I worry about a lot and maybe this is because I do not have enough background in this, I understand that the reason that we have to collaborate with DWS is because this is money that we share with them, right?

Marty: No it is not money that we share with them. We are mandated as partners with them through the two Titles. The idea for the partnership with adult education and the two Titles is service of common clients.

Kate: What would happen if my funding were dependant on a strong collaboration with DWS and I sought the collaboration with them but they did not reciprocate? This has happened. I don't think that we want to have a formula that puts us at the mercy of someone else.

Marty: Maybe that piece could be a bonus based on a percentage. Once we start the data matches with DWS, we can tell you if you have a student that is a DWS client to track the percentage.

James: The DWS line worker turnover rate is as large as our adult education student population.

Kate: You could have a program where your students are doing very well in the workforce. They do not utilize DWS, so would there be a match?

Marty: The match with DWS is not contingent upon them using DWS services; it is whether or not there is a tracked income based on a social security number. Our match with DWS right now is based on obtained a job and retained a job. We are curious about all

of our goals with DWS regarding serving their clients as well as our goals with Office of Rehabilitation. We have a positive outreach occurring with the Office of Rehabilitation at this time. Regionally, we have not had that positive outreach with the Department of Workforce Services as of yet.

Loma: Another issue we need to think about is that we need to be better running as a business. To do that we need better UTopia data. During the grant writing process you are asked to project the numbers that you have. We can go back on the URAED and get those numbers. But on the federal grant we cannot get that information. It is not there by program or particular site. The grants writers are very insecure not having the numbers to enter and nothing to project from. We have to have UTopia reports that show the EL/Civics grant is funding the teachers at a particular location. I need the data that comes from them so I can track and project for new grants.

Marty: You can look right now to see how many classes are being paid for out of your EL/Civics grant because you know how many you put in. You can figure out how many students you put in those classes by checking the enrollment for those classes. The reports are forthcoming. We apologize for the delay, but they are coming.

I will pull Montana, South Dakota, Washington, and Idaho's funding formula for you to look over. We will need to reconvene and go over your findings and other thoughts.

James: Can UTopia talk to the K-12 system? You have a kid in the K-12 system that is generating a WPU and they are taking adult education classes in the evening. They are

being counted twice. I think that now that we have opened adult education to 16 year olds we are going to see an increase of this type of double service. I see the intent of the state is to pay for the student through the WPU or the adult education program but not both.

Marty: No, UTopia does not talk to the K-12 database. We are going to talk this summer about what type of report we can run against their system to get those numbers. If you are serving K-12 students you get paid the WPU for the amount of time they are in your adult education program. This is written into the Rules and Policies. They are counted as a non-funded student in adult education because you get the WPU. You need to enter them in UTopia using the funding codes of 1, 4, 5, 8, or 9. This lets us know who those students are so we can go back and do a data match with K-12. You are issuing credits and you need to be paid from the WPU. We can find out if K-12 is not paying you. You need the SSID number for those students. Drop-out students are not affected by this because you enter a funded funding code for those students. The data match with K-12 will look at the students who have a non-funded funding code.

Loma: During the St. George meeting you talked about tracking the 16-17 year olds fees into another category, is that the WPU?

Marty: No. If you charge any fees for those students you have to account for that money in the category of Under 17.

Loma: How do you define that on UTopia? UTopia is not tracking any fees. Is that something that we are held accountable for this year?

Marty: Yes. Utilize the record keeping system that works for your program in tracking your fees. You have to be able to put them back to the funding stream that you are using to pay for them. The program codes are there. Check with your business administrators.

Our next consortium meeting is June 11, 9 a.m. to 11 p.m. This is a full consortium.